DOCUMENT RESUME

ED 479 096 SO 034 972

AUTHOR	Choi, Jin Young
TITLE	The Cross-Cultural Leadership Model for the Winston Institute.
PUB DATE	2003-05-00
NOTE	42p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Business Administration Education; *Cultural Awareness; *Group Dynamics; *Leadership; *Leadership Styles; *Models
IDENTIFIERS	Hierarchical Models; *International Business; Sergiovanni (Thomas J)

ABSTRACT

"Winston" is a pseudonym for an international business institute representing a dozen different cultures, which the institute strives to respect equally. Students studying at the institute spend two months of a 24-month program studying abroad. To facilitate the international portion of the program, each country where students are located has an assigned country director. This paper introduces the Web Inclusion leadership model that helps to develop the country directors' leadership styles. Great care was taken to select a leadership and group dynamic model with as little cultural bias as possible. The Web Inclusion was chosen because its characteristics appeal to human nature and would receive little resistance from specific cultures. It expands the leadership concept through Thomas J. Sergiovanni's Leadership Force Hierarchy, which includes technical, human, educational, symbolic, and cultural aspects. It redefines, however, the emphases of Sergiovanni's leadership force by putting more significance on the human force. The three main foci of the paper are: (1) highlighting good leadership examples in the country directors' practice and analyzing them in the context of appropriate academic literature; (2) critically looking at the structure of the "Winston Institute"; and (3) discussing issues that are related to cross-cultural leadership. Appended are descriptions of country director's job and work task, code of ethics, and preliminary site plans for the summer immersion program. (Contains 17 references.) (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 479 096

The Cross-Cultural Leadership Model for the Winston Institute

May 2003

Choi, Jin Young

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Y. Choi

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

SO 034 972

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Table of Contents

I. Introduction 1

II. The Web Inclusion Leadership Model 2

III. The Leadership Force Hierarchy 5

1. Technical Force 5

2. Human Force 6

Building Connections 6

1. The Connection between the students and the country director 6

2. Between the students and target culture 11

3. Educational Force 12

Emotional Resilience 13

Flexibility/Openness 14

Perceptual Acuity 16

Personal Autonomy 17

4. Symbolic Force 17

5. Cultural Force 19

The Individual Level 20

Group Level 23

Cross-Boundary Level 25

IV. The Closing Thoughts 26

I. Introduction

The Winston Institute (pseudonym) provides a joint MA degree for the MBA students at the University of Prestige (pseudonym). The mission of the Winston Institute is to prepare the graduate students to excel in international business. Winston has eight language programs in total and provides education on ten foreign countries' cultures, politics, economy, and languages. During the 24-month program students spend roughly eight weeks of their time abroad, beginning with a cultural summer immersion program prior to the start of their academic year. During the summer immersion programs, the students go through learning experiences such as taking language and culture classes and engaging in real life tasks, e.g. corporate visits, cultural visits, and meetings with community leaders. Such works are coordinated by the country directors who are highly educated native speakers of each language program and whose responsibilities are facilitating the students to realize their global leadership potential.

I have been working at the Winston Institute as a graduate intern since October 2001 under the supervision of Sandy O'Neal, the associate director in the language and cultural perspectives program. Sandy was convinced that leadership excellency of the country directors plays a major role to the students' cross-cultural cognitive and behavior accomplishment. Upon her conviction, I was bringing into study enhancement of country directors' leadership skill in order to optimize educational meaningfulness of the summer immersion programs. O'Neal's evaluation of last year's summer immersion programs below explains the purpose of my work more clearly.

> *"All of the country directors reported varying degrees of difficulty in dealing with the students' attitudes (e.g., apparent lack of interest in the host country/culture, cultural insensitivity, and unrealistic expectations/demands), even after our refinements in the cross-cultural/group processes training offered as part of our pre-departure orientation.*
>
> *Action Points* - *Review and revise the existing training for the country directors in the areas of leadership and cross-cultural skills, to include knowledge of both their own and the American cultures*
>
> *-Explore training tools to frame the students' expectations and address inappropriate attitudes*
>
> *- Review and revise the cross-cultural/group processes training for relevance and effectiveness."*

As described above, the overall score of last year's summer immersion program was on the low side in terms of its leadership and group dynamics. Despite the effect of the leadership on the success of summer immersion program, there is no resource to guide the country directors' leadership. As I tackled the establishment of a guideline, I took three steps. First, I reviewed all the written documents that are related to the norms and rules of the summer immersion programs. Secondly, I interviewed the five country directors: Judy, the Janusian country director; Diane, the Drasonian country director; Michele, the Merconian country director; Shelly, the Sertanian country director; Barbara, the Brubarian country director (pseudonyms). Thirdly, I reviewed the literature on leadership and group dynamics to find the most appropriate model for the country directors.

In this paper, I will introduce the Web Inclusion leadership model, which will be used to help develop the country directors' leadership styles. I chose the Web Inclusion because its characteristics appeal to human nature so that it would receive little resistance from specific cultures. It is also rooted from the strengths and qualities of females, which makes it applicable for the country directors considering their gender population (over 90% county directors at Winston are female). Furthermore, I will expand the leadership concept through Sergiovanni's Leadership Force Hierarchy, which includes technical, human, educational, symbolic, and cultural aspects. However, I redefine the emphases of Sergiovanni's leadership force by putting more significance on the human force, which makes it coherent with the Web Inclusion leadership model. I also disperse the responsibility of building a culture from being the leader's sole role to being all group members' role. Elaborating on such a notion, I discuss group dynamics in the cultural aspect.

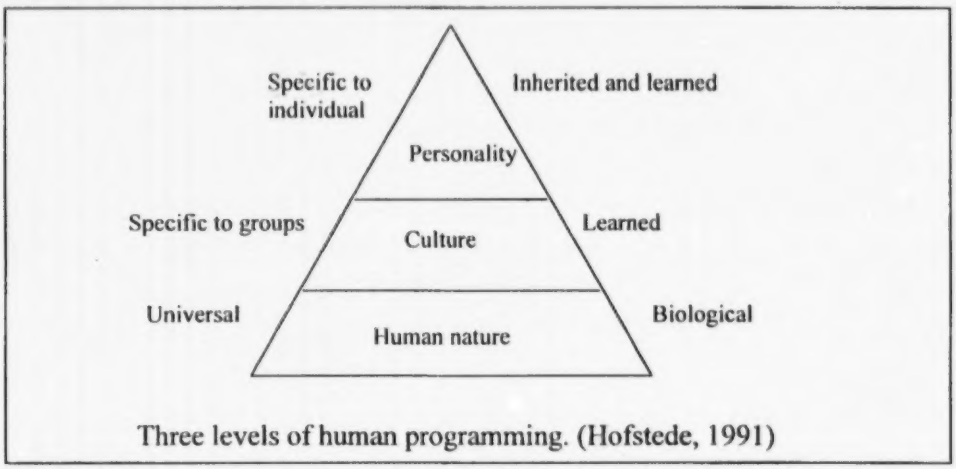
The three main foci of this paper are (1) highlighting good leadership examples in the country directors' practice and analyzing them in the context of appropriate academic literature, (2) critically looking at the structure of the Winston Institute, (3) discussing issues that are related to cross cultural leadership.

II. The Web Inclusion Leadership Model

As I intended to find one master leadership and group dynamic model for all country directors at Winston, I found a great difficulty accommodating all the differences in culture and personality of the country directors. Winston is an international institute representing a

dozen different cultures, which the institute strives to respect equally. Thus, I had to be very careful selecting a leadership and group dynamic model with as little cultural bias as possible.

During the process of interviewing the country directors, I began to see very different leadership styles that are products of their cultures and personalities. Hofstede describes three different layers of human programming; human nature, culture, and personality. He explains that culture is the collective programming of the mind, and it lies between human nature on one side and individual personality on the other.

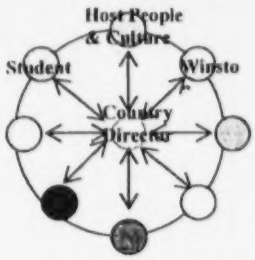


Three levels of human programming. (Hofstede, 1991)

Studying Hofstede's theory, I realized the only leadership model which can be applicable for all the country directors has to be grounded on universal human nature in order to avoid cultural bias. Maslow also has the theory called the Human Needs Hierarchy, in which each person has a hierarchy of needs that must be satisfied, ranging from basic physiological requirements to love, esteem, and, finally, self-actualization. As each need is satisfied, the next higher level in the emotional hierarchy dominates conscious functioning. Since the Winston students would not have to worry about physiological needs, I will only focus on human psychological needs. First, there is the human desire to be loved (non-sexually) by others, to belong to groups, and to be accepted by others. Second, people naturally work to build high self-esteem, wanting attention and recognition from others. Thirdly, self-actualization needs are the human desire to maximize one's potential. One can seek knowledge, peace, esthetic experiences, self-fulfillment, and oneness with God, etc (Maslow, 1970). Maslow's work challenges Hofstede's view of universality only on biological needs. I decided to broaden Hofstede's definition of human nature in terms of Maslow's Hierarchy of Needs. Such modification allowed me to look at human desires for attention,

recognition, and fulfillment of their potential as part of human nature regardless of one's cultural background. Helgesen's leadership model, Web Inclusion, is built on those basic human needs; thus, this model should be applicable to all the country directors.

The Web Inclusion leadership model emphasizes the basic human emotive nature. This model places a leader in the middle, where s/he is responsible for nurturing good relationships, empowering his/her members, and maintaining connections with the outside (Helgesen, 1990).



The greatest responsibility for a leader is tightening the connection with the members. This leadership model is used mostly by female leaders because it brings out the women's caring and interconnective nature (Helgesen, 1990). There are only two male and nine female country directors at the Winston Institute, which makes this model more applicable to the program.

People often assume a hierarchical structure represents prototype leadership. However, the Web Inclusion model is very different from a hierarchy. Identifying the faults of the top down leadership style, I would like to compare it with the relationship-focused model. Helgesen defines hierarchy as "emphasizing appropriate channels and the chain of command, discourages diffuse or random communication; information is filtered, gathered, and sorted as it makes its way to the top" (p. 50). I think this hierarchical leadership is an ineffective way of leading the summer immersion students for two reasons. First, the country director to student ratio has never been over 1 to 6 (each language program has two country directors and no more than twelve students). I think such a low ratio allows the country directors to give individual attention rather than selective to the students. All country directors practice accessibility for their students and do not believe in filtering the information.

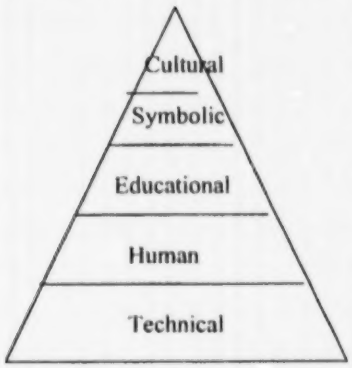
Secondly, the hierarchical model tends to promote the image of a leader as a boss. However, the students are highly accomplished, and most of them have strong self-esteem and are fully self-actualized. Thus, they function better when they are respected rather than controlled. The Web Inclusion model horizontally rather than vertically aligns the relationship

BEST COPY AVAILABLE

between the leader and members, which potentially increases the students' motivation and participation.

III. The Leadership Force Hierarchy

Leaders have many different responsibilities; Sergiovanni's Leadership Force Hierarchy encompasses all aspects of leadership, including technical, human, educational, symbolic, and cultural aspects. He argues that, "[t]echnical, human, and educational aspects of leadership forces are essential to competent schooling, and their absence contributes to ineffectiveness.... Cultural and symbolic aspects of substantive leadership forces are essential to excellent schooling. Their absence, however, does not appear to negatively affect routine competence" (p. 9).



Having chosen to use the Web Inclusion model, my emphases are a little different from those of Sergiovanni. He most strongly finds leadership excellence in the cultural aspect; however, my focus is more on the human aspects of leadership. I do not underestimate the power of a group culture on group dynamics; however, I do not think a leader alone can create the culture. Evans recognizes that group life is deeply embedded in the issues of dealing with people, and he defines a good leader in terms of ability to work effectively with human nature (2001). Thus, I think a leader should put more effort into motivating people to establish a healthy and functional group culture. However, it is most important for the country directors to balance out all the leadership forces.

1. Technical Force

A leader who spends most of her time doing technical work is no longer a leader but a manager. Kotter differentiates managers from leaders. Managers plan, budget, organize, and try to control the situation, whereas leaders set a direction, align, motivate, and inspire people. Kotter understands the necessity of both leadership and management, yet he sees much organization over-managed and under-led (1998).

I asked five of the country directors to define their responsibilities. Three listed their technical work before they mentioned leadership-related responsibilities. Actually, it may not be just inadvertent answers; it may reflect their unconscious understanding of the country director's job as more of a manager than a leader. They hear and read more about managing the summer immersion program than leading the group. I evaluated the two-page Country Director job and work-task descriptions (Appendix one). One third of the first page is on the job description for the country directors; the language is very general and has no direction, e. g. "[m]otivate learning" or "Facilitate group process." On the other hand, the work-task description is much lengthier, and over 80 percent of the tasks deal with technical work.

I think the job and work-task description sheet induces the country directors to focus more on the technical work rather than enhancing their leadership skills. I understand that it is difficult to define how to lead people. However, the Institute has encountered chronic leadership problems; it can be helpful to set the basic norms of the leadership rather than expecting each country director to figure out their own way to lead the students during the summer.

2. Human Force

As I mentioned above, I place greater emphasis on the human aspect of leadership because it aligns with the concepts of the Web Inclusion model: building connections within and outside of the group.

Building Connections

There are two kinds of connections that the country directors have to make: (1) between the students and the country director and (2) between the students and the target culture.

1.The Connection between the students and the country director

i. Characteristics of adult learners & the affective filter

To build a strong relationship between the country director and the students, an attempt to understand the students should be made. Most Winston students are in their mid-twenties or older and they possess many adult-learner characteristics. Adult learners become more motivated when

1) their work is relevant to their needs, life task, roles, and personal interests,
2) they are treated like responsible adults,
3) their past experience, knowledge, and skills are respected and acknowledged,
4) they have some sense of meaningfulness of their learning
(taken from Mackeracher's larger list, p. 28).

In conducting the interviews with the country directors, I found that they consciously or unconsciously take such characteristics into account as they shape their leadership.

First, the students' work needs to be relevant to their needs, life task, roles, and personal interests. I found the country directors assess students' needs and wants during the orientation. Depending on the culture, the country directors decide how much they can accommodate the students' wants. Since the orientation is held only a month prior to their departure, the Drasonian country director, Diane has to preset most of the plans before the orientation because it takes a long time to make arrangements in Drasonian culture. On the other hand, the Janusian country director, Judy, lets her students decide the contents of the summer immersion excursion based on the options she gives them. She can do that only because making arrangements on short notice works in Janusian culture. The more freedom the students are given with their choices, the more they take responsibility for their decisions. Thus, it would be recommended to allow the students to plan their own learning experience if the culture and circumstances allow it.

Second, the students need to be treated like responsible adults because most Winston students have strong beliefs in themselves. Shelly strengthens their sense of responsibility by refusing to baby-sit the students. She believes her students are very capable of solving their own problems, and she communicates her confidence in their ability to cope with difficulties. At the same time, she also tells them that she will always be available for the students if they need her. She said that when she notices a student struggle, she saliently watches the student for a while. Only after she sees no improvement in the student's condition, does she initiate communication; but she tries not to offer help without being asked for it.

Third, the students' past experiences, knowledge, and skills need to be respected and acknowledged. Diana says she gains respect for her students by learning about their work experience before coming to Winston. She sits with the students during the train rides and enjoys conversations on their past experiences. Michele actually uses her understanding of the

students' expertise for group effectiveness. For most of the activities, she nominates a different student to lead the group. She says she does not randomly choose the leader; she decides based on the students' past experience and skills. Both Diana's explicit and Michele's implicit recognition of the students' expertise are very effective in terms of motivating the students.

Fourth, the students need to have some sense of meaningfulness of their learning. I asked all the country directors if they explained the reason and significance of each activity to the students. Most answered with the tone of, "I think I do." However, no one seemed to be absolutely convinced of the importance of communicating the meaning of all the activities and work. It may be possible that the country directors assumed that their students understood the meaningfulness and overlooked the need to spell it out. Michele seems to be more forceful, yet very successful in leading her students. She makes her students participate in hour-long martial arts and calligraphy classes that start every morning at 7:00.a.m. The secret of her success in making her students attend her mandatory classes is making such work meaningful not only to them but also to others. Toward the end of the summer immersion program, she sponsors "Cultural Night" and gives her students the opportunity to display their new skills in front of people from the host institute, Winston alumni, businessmen, and embassy officials. Michele very successfully motivates her students to engage in the work task by developing public meaning for the work.

Judy sets a great example of assessing the students' perceptions of the on-going summer immersion. She has her students write down their expectations and goals during the orientation in the US. In the middle of the summer immersion, she again has them evaluate their own progress in reaching their initial goals. This helps her understand how the students are making sense of summer immersion program; it also provides the data to supplement her way of leading the students.

Moving from Mackeracher's adult learner characteristics, I would like to briefly mention one more factor that affects the students' learning. According to Krashen's "affective filter hypothesis," comprehensible input can have its effect on acquisition only when affective conditions are optimal. The learners should have (1) good motivation, (2) self-confidence and a good self-image, and (3) a low level of anxiety. The first two points are repetitive for the characteristics of adult learners. Thus, I would like to talk about the third point, the anxiety

level. Krashen argues that when learners are "put on the defensive," the affective filter is high and comprehensible input cannot get in (Hadley, P.51).

I asked the country directors what they do to decrease the anxiety level of the students. Michele said that she implemented the "buddy system" partially because she wanted her students to have a comfort zone. Each student is paired up with two or three local people his age, and they spend social time together. Through these partnerships, the students become less anxious about taking in the new culture.

Diana had a simple but insightful way of lowering students' anxiety. She said that she just tried to keep herself relaxed and calm in all situations. The country directors can help the students lower their anxiety by maintaining high emotional intelligence in front of the students. Goleman, Boyatzis, and Mckee conducted research and found that a leader's mood plays a key role in the group dynamics. The mood is very highly contagious; and it moves so much faster from the leader because the group members watch the leader. Reflecting upon this theory, Diana's peaceful emotional intelligence influences the emotions of her students during the summer immersion; thus, they all have lower anxiety.

ii. Keeping the power balance

The Web Inclusion model underscores harmony and the balance of power between a leader and group members. In order to maintain a strong connection, it is important to defuse the power throughout the organizations; otherwise the web is torn apart (Helgesen). Leaders have a strong tendency to take a lot of burdens and become overloaded (Oshray). This overload problem can be improved by encouraging and supporting responsibility in others. More specific strategies can include involving others in big issues, asking for help, sharing high-quality information, etc. (Oshray). Reallocating burdens of a leader to the group members not only eases the pain of the leader but also empowers the group members. Judy practices this concept very effectively. She provides all the important information and suggestions to them and encourages them to make decisions within the boundary of her options or acceptability. This helps to discharge her burden of having to figure out what the students are more interested in. The students, at the same time, are happy to do what they like to do; and they behave more responsibly in taking ownership of their decisions.

However, empowering students is not an easy task. As the students go through intense cultural adjustment, it is important for the country directors to put pressure on them to deal with stress and learn from it. If the country director takes care of all the students' inconveniences and discomfort, the students will learn no lesson. Stress can crystallize the learning, and the students can increase their capacity by gaining new insight and understanding. Heifetz explains, "Leadership is a razor's edge because one has to oversee a sustained period of social disequilibrium during which people confront the contradictions in their lives and communities and adjust their values and behavior to accommodate new realities" (pp. 127-128). As leaders need to direct people through confusion, the five step strategy of adaptive work below can be used.

1. *Identify the adaptive challenge. Diagnose the situation in light of the values at stake, and unbundle the issues that come with it.*

2. *Keep the level of distress within a tolerable range for doing adaptive work. To use the pressure cooker analogy, keep the heat up without blowing up the vessel.*

3. *Focus attention on ripening issues and not on stress-reducing distractions. Identify which issues can currently engage attention; and while directing attention to them, counteract work-avoidance mechanisms such as denial, scapegoating, externalizing the enemy, and attacking individuals rather than issues.*

4. *Give the work back to the people, but at the rate they can stand. Place and develop responsibility by putting the pressure on the people with the problem.*

5. *Protect the voice of leadership without authority. Give cover to those who raise hard questions and generate distress--people who point to the internal contradictions of the society. These individuals often will have latitude to provoke rethinking that authorities do not have. (taken from* Heifetz's *larger text, P. 128)*

I learned that Michele uses these strategies. As she watches her students make cultural mistakes, she does not interfere. She wants her students to encounter challenges and learn from their mistakes. For instance, she had a student who tried to negotiate with airline staff about the luggage policy. The student had a very logical point of view, but did not demonstrate respect; such an approach did not work in that culture. While the student negotiated with the person, Michele knew he would fail, but she wanted him to use that experience to learn a cultural lesson. When he gave up trying to persuade the airline staff, she

finally went and talked to the staff; the student watched her doing the job successfully, and he learned from her action. This example fits into the adaptive work model because Michele saw the opportunity to teach the cultural lesson, gave the student the opportunity to bear the stress, waited until he was ready to learn a new way of negotiating, and showed him the answer.

2. Between the students and target culture

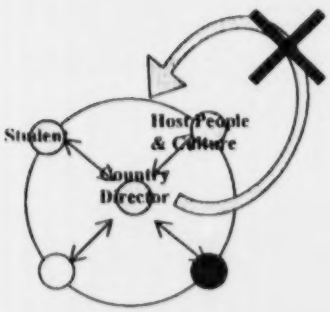


Figure 1

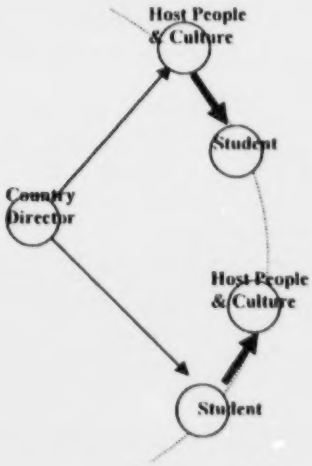


Figure 2

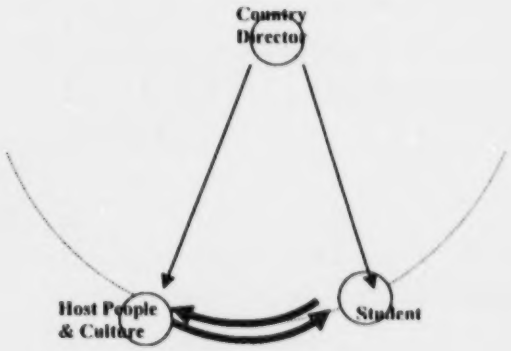


Figure 3

So far, I have discussed how the country directors can interact with their students. Now I would like to change the focus to the relationship between the students and the target culture. Helgesen notes that female leaders who use the web model tend to "maintain a complex network of relationships with people outside their organization" (p. 24). It is, indeed, true of the country directors as they have to work with so many different entities and organizations, including the students, Winston, the host institution, corporations, lecturers, and so forth. As the country directors connect all those individuals and organizations, it is important for them to function as facilitators or coaches, not mediators.

In order to help the students become acclimated to the target culture, the country directors need not stand between the students and the host culture (figure 1). Instead, they should coach the students to work directly with the host people and organizations and vice versa (figures 2 and 3). I often hear the struggling stories about the country directors trapped

BEST COPY AVAILABLE

between the faculty of the host institute and the students. Many of them seem to believe that they should be in between and avoid worsening the conflict between the two parties. I recognize mediation can be a cultural matter as well; some cultures are not confrontational. I also see the danger of the conflict getting out of control. However, as long as the culture allows it, I think it can be more communicationally effective having two parties interact directly with each other. In order to avoid serious conflict, perhaps the country director needs to give them opportunities to interact with each other on a regular basis. This may help them resolve problems in a timely manner and prevent them from escalating the conflict. In the meantime, the country director can coach both parties to communicate effectively and understand each other. I would like to recommend that the country directors trust the capacity of the students and people in the host institute to resolve their own problems without a buffer. If this works, the country directors can dismiss themselves from the burden of being the conflict resolver.

This concept of coaching can be also used to empower the students. By encouraging the students to work directly with the target culture, they can learn about the operation of the target culture. Michele practices this concept by providing opportunities for the students to interact directly with the target culture. For example, during the corporate visit, she assigns a student who introduces the group to the company, a student who presents gifts, and a student writes a thank-you letter to the involved businessmen. She usually rehearses with them in advance so they can be prepared, and she revises the thank-you letter before the student sends it out. She finds coaching her students to successfully interact with the host people takes more work on her side than doing it for herself. However, she is a firm believer in teaching a lesson through real work rather than just watching or listening.

3. Educational Force

The country directors do not teach a course during the summer. Their job is focused on leading, coaching, empowering, and connecting with the students so they have meaningful learning experiences during the immersion. On top of such responsibilities, the country directors should be able to give the students individualized attention in their ability to adapt to cultural differences. I asked the country directors if they see differences in the students' abilities to cope with the target culture. Most of them said yes, and they gradually figured out

the students' adaptability; however, it was hard for them to define their students with specific terms. I also asked the country directors if they were interested in having data on their students' cross-cultural adaptability; they were in favor of that idea. Kelley and Meyers developed a Cross-Cultural Adaptability Inventory, assessing four different areas: Emotional resilience, Flexibility/ Openness, Perceptual acuity, and Personal autonomy. I would like to suggest including the cross-cultural adaptability assessment during the orientation and giving the instructor the results. Through the clear indications of the students' strengths and weaknesses, the country directors could provide clearer guidance to their students, and the students could have more meaningful self-development. I would like to further the discussion in four different areas of culture adaptability.

Emotional Resilience

First, emotional resilience refers to one's social competence to overcome emotional discomfort while living in an unfamiliar place (Kelley and Meyers). As one goes to another country, s/he is expected to go through a degree of culture shock. Although the majority of the students have usually been to the target country at least once before the summer immersion program, many of them were not immersed into the target culture and spent time there without experiencing the symptoms of culture shock by mostly resorting to their own ethnic communities.

According to Kohls, "Culture shock is the emotional and behavioral reaction to living and working in another culture. Each person will experience culture shock differently based on his or her personality." Kohls describes that people usually go through the main symptoms of intercultural adjustment as follows:

1. Initial anxiety
2. Arrival fascination
3. Initial culture shock
4. Surface adjustment
5. Mental isolation
6. Integration acceptance
7. Return anxiety
8. Shock/reintegration
(Andrieesen, citing Kohls)

People who are new to the culture are destined to feel anxiety as their taken-for-granted first culture becomes disrupted. What makes it even more difficult is that such emotional attacks come back repeatedly until one is integrated into the target culture, Emotional resilience plays a major role in coping with culture shock. Some people are naturally better than others, but such inherent skills can be improved through good advice.

Country directors help the students to be resilient against culture shock in many different ways. The most common one is talking with the students about their struggles and cultural differences. Janus is an especially difficult country for the students to adapt to because of the hostility of people against foreigners. Judy tries to show her empathy toward the students' frustration by letting them express their dissatisfaction and distress in English. She sees that emotionally supporting the students is more important than giving them more opportunity to speak the target language.

Kohls provides helpful tips to recover from the emotional downfall, "Throughout the period of cultural adaptation, take good care of yourself. Read a book or rent a video in your home language, take a short trip if possible, exercise and get plenty of rest, write a letter or telephone home, eat good food, and do things you enjoy with friends. Take special notice of things you enjoy about living in the host culture" (Andrieesne, citing Kohls).

As I mentioned before, stress is an essential part of the cultural adaptation; however, the country directors should help the students to maintain their stress long enough only to learn and not to explode. Within appropriate cultural contexts, it would be recommended to advise the students on how to recover from emotional decline and renew their energy to confront the challenges.

Flexibility/Openness

A second aspect of cross-cultural adaptability is flexibility/openness. This refers to one's nonjudgmental attitude toward a different way of life and respect for cultural variations (Kelley and Meyers). We are all acculturated into our own culture, and we typically react to a different culture in the following ways,

- *We assume something is wrong with them, not with us*
- *We over-value our own culture*
- *We define our own culture in moral terms: Natural, rational, civilized, and polite*
- *We under-value the new culture and see it in moral terms: i.e., as immoral*

(Andrieesen, citing Drake)

Many scholars in the intercultural communication field claim that every culture has its own logic and reason, and one should never judge another culture based on one's native cultural yardstick. The ones who can adopt different ways of behaving, communicating, and thinking without prejudice can enjoy the host culture better. The country directors often observe the students' lack of cultural sensitivity because the students view the world from their own cultural perspectives. I asked them what they do to help those students to be more culturally flexible.

Diana and Judy said when they notice the students deprecating the target country's culture, they often provide background on the country's fundamental values, history, politics, and so forth. Shelly said she does not insist that the students give fair credit to the Sartonian culture. When she hears her students saying, "American culture is more logical and effective," she agrees with them. However, she tells them Sartonian culture may not be reasonable and efficient from the American perspective, but that is how things work in Sarton, and that is what they need to comply with in order to become successful intercultural leaders. She does not believe that students have to change or favor Sartonian culture over their first culture in order to be successful intercultural leaders; they just need to function flexibly in the target country. Her approach seemed a little odd for me because she was devaluing her own Sartonian culture for her upset students. However, I think she may be right in not trying to change the opinion of the students. Instead she teaches them about becoming bicultural.

Kohls and Brussow describe a bicultural person as one, "[w]ho can function in either of two culture when it is appropriate to do so. Their purpose is not to train the employee to stop being an American, for example, and transform him or her into a Japanese, or whatever else. No one is asking employees to give up their citizenship or their personal value system, nor are they expected to do something that goes beyond their own sense of morality. But where their ethics are not violated, it makes sense to function, while in another culture, according to the custom and ways of operating that will be effective in that culture..." (p. 26).

Reflecting Kohls's understanding of biculturalism, the country directors should not attempt to change the students' ways of viewing a different culture. Instead, they should encourage the students to use their energy to function as a culture demands, within the boundaries of their own moral stand.

Perceptual Acuity

Thirdly, perceptual acuity refers to cognitively understanding the logic and coherence of other cultures (Kelley and Meyers). Knowing facts about a country is different from understanding the fundamental order of its culture. Comprehending the logic and coherence of the culture makes it possible for the students to make sense of the people's way of living. As I revisited the examples of country directors handling students' culturally disparaging behaviors, I found the benefit of explaining the unique historical background of a culture. I think the students will be more accepting of social phenomena and people's different ways of living life when they understand the "whys."

There are different suggestions to help people understand another culture. In Winter's article, 'Using cultural research assignments to help business students become more culturally aware,' he suggests many different approaches to train people to be culturally competent, which include watching films, reading short stories, studying the culturegram, writing ethnography papers, etc. Kohls' way of understanding another culture is more interactional:

- *Observe how others are acting in the same situation*
- *Describe the situation, what it means to you, and your response to it*
- *Ask a local resident or someone with extensive experience how they would have handled the situation and what it means in the host culture*
- *Plan how you might act in this or similar situations in the future*
- *Test the new behavior and evaluate how well it works*
- *Decide how you can apply what you have learned the next time you find yourself in a similar situation*

(Andrieesen, citing Kohls)

During the summer immersion, the students go through intense academic training. I think it would be helpful if those courses included Winter's suggestions if they have not yet been integrated in to the curriculum. The country directors can also suggest Kohls' interactional approach to guide the students to develop cultural competence. Michele uses some of the aforementioned approach with her students. She successfully negotiated with the host institute to give the students assignments that encouraged them to go outside and interact with the local people. For example, the students have to go to the market and observe people bargain and haggle and then write about it. Later, she includes some of the students' journals in the bulletin for outside distribution.

Personal Autonomy

The last aspect of cross-cultural adaptability is personal autonomy, which means keeping the sense of their existing and emerging self identities (Kelley and Meyers). Kelley and Meyers explain, "(i)individuals who have developed strong internal means of reinforcing their identity can maintain a sense of self that is independent of the environment, and they can eventually feel at home anywhere. These individuals are internally grounded and can tolerate external fluctuation and change....People with high personal autonomy generally feel in control of their environment and are the final judges of their own actions" (p.17). This sets the tone that the country directors should respect the students' personal value systems. As the students already go through emotional disorientation, it is important for the country directors to encourage them to keep their self-respect and filter the influence of the environments.

As I go back to Shelly's example, I think she is doing a great job protecting the students' value systems by not attempting to change their ways of thinking. Encouraging students to keep their basic values and beliefs can protect them from feeling uprooted. I think the country directors' responsibility is to expand the students' worldview, not to change it. If a student says, "I think that is a very inefficient way of handling stuff," a country director should not say, "You are wrong to say that." Instead she should say, "Yes, it is ineffective in the American cultural context, but it is not ineffective in this culture because of such and such reason." By doing so, the students can keep their personal autonomy and expand their perspectives and worldviews.

4. Symbolic Force

Sergiovanni explains that the symbolic aspect of leadership derives from focusing on matters of importance in the organization/program. The major concern of symbolic force is "Purposing," which Peter Vaill defines as "that continuous stream of actions by an organization's formal leadership which has the effect of inducing clarity, consensus, and commitment regarding the organization's basic purpose" (cited in Sergiovanni, p.7). The country directors have emphases on very different matters, which are reflective of traits in the respective cultures. For instance, Michele's leadership promotes collectivism, while Judy emphasizes students' discrete behavior due to the hostility of Janusians against foreigners. Michele's mandatory martial arts and calligraphy classes and the policy on "having lunch with

the instructors" reflect the collectivism of the Merconian society. Judy has her students sign the code of ethics (Appendix two) in order to communicate to them the importance of complying with the host culture's norms since the price of nonconformity is much greater than that of other countries.

In order to understand the foci of important matters, I reviewed the two documents that set forth the policies and norms of the institute: the Preliminary Site Plan and the Winston student handbook. When students get accepted to Winston, each country director sends the preliminary Site Plan for the summer immersion program (See Appendix three). This is specific to each language program and includes information on logistics, the content of the summer immersion, grading policies, and so forth. I also read the Winston student handbook and found two paragraphs describing the content of the summer immersion program and the norms of student participation (See Appendix four).

After reading the preliminary Site Plan for the summer immersion program and the student handbook, I concluded that Winston does not have a very tight summer immersion structure. Sergiovanni suggests that school effectiveness comes from containing tight and loose structures. He believes that school culture should be tight having "the general thrust and nature of life for their inhabitants" (p. 13). However, school culture should be loose, allowing autonomy for people to pursue these themes in ways that make sense to them" (p. 13). I think Winston has a loose culture in both areas of the normative basis for action and the freedom of the faculty. Taking Sergiovanni's suggestion, Winston may need to consider having clearer norms and regulations.

I asked the country directors if they see the need to have a policy authorized by the institute on student behavior or program operation. So, if necessary, they can discipline their students with the institutional authorization and guidance. Surprisingly enough, more country directors deny the need due to their reluctance to discipline their students with external force. I conclude the country directors are not very much in favor of tightening the structure. What is really ironic about their resistance to tightening the structure is that I often hear them saying, "This should be an administrative decision. And I should not be the person who has to deal with this." Actually, I asked them the question about reinforcing the norms with the anticipation that they would support the idea, but they answered otherwise, and I am not sure what is the necessary step for Winston to take in this aspect.

5. Cultural Force

Sergiovanni simply refers to culture as "the way things operate." Culture can be a very strong driving force in the group, and people's behavior is often governed by the personality of the group culture. Sergiovanni also advocates leadership as culture-building; however, I look at that more as an overstatement because group spirit is the product of all the members, not a single person. Establishing a strong and functional group culture can be equated with building a highly emotionally intelligent group. Druskat and Wolff claim that group emotional intelligence can be directed by various sources including formal leaders, informal team leaders, and courageous followers. They state, "To be most effective, the team needs to create emotionally intelligent norms that support behaviors for building trust, group identity, and group efficacy" (p. 82). They also write about building norms for three levels of group emotional intelligence; "Group emotional intelligence is about the small acts that make a big difference. It is not about a team member working all night to meet a deadline; it is about saying thank you for doing so. It is not about in-depth discussion of ideas; it is about asking a quiet member for his thoughts. It is not about harmony, lack of tension, and all members liking each other; it is about acknowledging when harmony is false, tension is unexpressed, and treating others with respect" (p. 86).

The job description of the country director lists "Facilitate group processes." Intending to help them fulfill such a responsibility, I would try to explain how to build an emotionally intelligent group. I choose Druskat and Wolff's work for three reasons. First, it emphasizes the relationship and connection within and outside the group boundary, which is an aligning concept of the Web Inclusion leadership model. Secondly, it views conflicts as natural courses of group life and gives insight on how to express and deal with them. Thirdly, it looks at group dynamics at all levels. Its scope covers three levels of the emotionally intelligent group: (1) individual level emotion, (2) group level, and (3) cross-boundary level.

Building the Emotional Intelligence of Groups

Group emotional intelligence is more complex than that of an individual because groups interact at more levels. A group must be mindful of the emotions of its members, its own group emotions or moods, and the emotions of other groups and individuals outside its boundaries. Each level of emotional intelligence is explored with two kinds of norms: those

that create awareness of emotions and those that help regulate emotion. A general overview of group emotional intelligence is provided in the chart below, and a detailed discussion of each aspect follows.

Individual	Group	Cross-Boundary
Creating awareness of emotions		
♦ Interpersonal understanding ♦ Perspective taking	♦ Team self-evaluation ♦ Seeking feedback	♦ Organizational understanding
Regulating emotion		
♦ Confronting ♦ Caring	♦ Creating resources for working with emotion (venting) ♦ Creating an affirmative environment ♦ Solving problems proactively	♦ Building external relationships

(Druskat and Wolff, 2001)

The Individual Level

The core concept of the individual level is building trust among members. The following describes the norms.

Creating awareness of emotions

- **Interpersonal understanding**

1."Take time away from group tasks to get to know one another. Tell your teammates what you are thinking and how you are feeling" (Druskat and Wolff, p 87).

Judy said she found very helpful the sharing time about each group member's background, which was conducted during the orientation. It gave her the opportunity to understand her students and express herself. She said she tried to be very blunt with her students about her weaknesses and her way of doing things. This sets the expectation on the students' side about who she is and what she can do for them, as well as the boundary the students should not cross during the summer immersion.

BEST COPY AVAILABLE

2. *"Ask how everyone is doing"* (Druskat and Wolff, p 87).

It is important for the country director to communicate their interests in knowing about the students' well-being, which may take more than just asking "how are you?" or having office hours. Michele goes above and beyond to understand her students. Some evenings she calls her students to provide them with the opportunity to talk to her.

3. *"Assume that undesirable behavior takes place for a reason. Find out what that reason is. Ask questions and listen. Avoid negative attributions. This improves members' morale and a willingness to cooperate"* (Druskat and Wolff, p 87).

Judy shared a story about a female student who had a difficult time making herself comfortable in the host culture, and she had a tendency to be dependent on others. Judy shared the responsibility of helping her with the group members. For instance, she asked a group member to escort her to the house at night. Eventually the entire group assumed responsibility for her security rather than being annoyed by her behavior. I think that was a manifestation of having an emotionally intelligent group: and in Judy's terms it was a very good group.

- **Perspective taking**
  1. *Ask whether everyone agrees with a decision.*
  2. *Ask quiet members what they think.*
  3. *Question decisions that come too quickly.*
  4. *Appoint a devil's advocate.* (Druskat and Wolff, p 87)

It is easy to make decisions based on the consensus of the majority; however, emotionally intelligent groups make decisions with all members' agreement. They do not seek superficial harmony but make consensus after grappling with different perspectives. They welcome the person with an objection and encourage everyone to participate in the discussion. Of course, it takes time and energy, but the reward is trusting group spirit.

To foster trust among group members, the Hay Group, a consulting firm, developed a role-play in which each group member plays the role of a different person using that person's ideas and interactional style. The same company also used a technique called, "storyboarding," in which each person creates a small poster representing his/her ideas, and the rest of the group

members have to validate the person' s work. This not only builds trust but also increases participation (Druskat and Wolff, pp. 83-84).

Regulating emotion

- **Confronting**

1. *"Set group rules and use them to point out errant behavior"* (Druskat and Wolff, p. 87).

I think it is important that the country directors communicate clearly what behaviors are not appropriate in their culture and have the students discuss how they can comply with those rules. For example, since punctuality is highly valued in Brubanian, Barbara should make "be on time" the group's rule and have her students discuss what they can do to help each other observe the rule.

2. *"Call members on errant behavior. Create playful devices for pointing out such behavior. These often emerge from the group spontaneously. Reinforce them"* (Druskat and Wolff, p 87).

Druskat and Wolff give an example from a manufacturing team. When a team member selfishly extended her break, the other teammates came to find her and said, "What are you doing here? Get back out on the floor--your team needs you!" (Druskat and Wolff, pp. 84) Barbara, Brubanian country director said the host institute had the rule that the late person has to pay a five-cent fine, which was not getting carried out very well. I thought this errant behavior could be confronted in a more playful way, such as having the late person tell a joke to the group. Or as Druskat and Wolff suggest, teasing the habitually late person can also be a sensible confrontation.

- **Caring**

1. *Support members; volunteer to help them if they need it, be flexible, and provide emotional*

   support. Respect individuality and differences in perspectives. Listen.
2. *Validate member's contributions. Let members know they are valued.*
3. *Protect members from attack. Never be derogatory or demeaning.* (Druskat and Wolff, p 87)

As Druskat and Wolff note, caring behavior is "a matter of concentrating on little things." They also provide an example of a member who arrived at the meeting late and angrily complained about the inconvenience of the time and place. Another member of the group responded with the recognition and the appreciation of his sacrifice to come to the place; and such remarks changed the attitude of the angry man 180 degrees. It is easy to care for someone who is amicable; but the real challenge is giving emotional support to a person with a difficult personality. Unless everyone is in the group wholeheartedly, the group will never be able to build mutual trust.

Group Level

The core concept of the group level is building a sense of group identity. The following describes the norms.

Creating awareness of emotions

- **Team self-evaluation**
  1. *Acknowledge and discuss group moods.*
  2. *Communicate your sense of what is transpiring in the team.*
  3. *Allow members to call a "process check."* (Druskat and Wolff, p 87)

One way of acknowledging group moods is to develop a group norm to speak up when the group is unproductive or violating the group rules. For example, when the group meeting is sidetracked by students' complaints, one can say, "We just spent the last ten minutes complaining." Or when the group is disparaging the target country, one can say, "Which cultural perspective are we looking from?" The process check refers to self-evaluation of the team, asking questions like, "Is this the most effective use of our time right now?"

- **Seeking Feedback**
  1. *Ask people outside the group how you are doing.*
  2. *Benchmark your process.* (Druskat and Wolff, p 87)

The group identity can be learned from an outsider who knows the group well. Each summer immersion group has several sources for feedback, such as the instructors at the host institute, lecturers, and companies that the students visit. To promote understanding between a student

and a host institute, I suggest that the student group seek feedback from the institute on a regular basis.

Regulating emotion

- **Creating resources for working with emotion**
  1. *Make time to discuss difficult issues and address the emotions that surround them.*
  2. *Find creative, shorthand ways to acknowledge and express the emotion in the group.*
  3. *Create fun ways to acknowledge and relieve stress and tension.*
  4. *Express acceptance of members' emotions.* (Druskat and Wolff, p. 87)

People often try to refrain from explicitly expressing emotional distress in front of others. However, it is far better to let out the stress and deal with it rather than keep it inside for the sake of superficial group harmony. Judy dealt very successfully with her frustrated students by allowing them to express their emotional struggle. Emulating the ritual of one executive team, I think it may be a good idea to let the students express their frustration and anxiety during the first few minutes of the meeting. Then have the students follow up with a discussion of the reasons for such emotional distresses and the ways to cope with them (Druskat and Wolff, pp. 85-86). Druskat and Wolff also suggest venting emotional stresses in both words and actions. Michele said that she recommended that her students go to a massage place to relieve their stress. Diana said she brought bread for the morning meeting and Chinese food for the late-night-working students. I think there are many other ways to vent stress, such as finding a place to exercise and have fun.

- **Creating an affirmative environment**
  1. *Reinforce that the team can meet a challenge. Be optimistic.*
  2. *Focus on what you can control.*
  3. *Remind members of the group's important and positive mission.*
  4. *Remind the group how it solved a similar problem before.*
  5. *Focus on problem solving, not blaming.* (Druskat and Wolff, p 87)

It is natural for the students to feel disorientated and uncomfortable during the summer immersion, and it is important for the country director to let the students express their emotions and target them as challenges to overcome. One executive at the Hay Group made

the conscious decision to resist the temptation of joining the complaining and blaming and took responsibility for breaking the cycle by speaking up with positive overtones (Druskat and Wolff, p. 86). When the students continue moaning and whining, the country directors can redirect them by asking them about what cultural lessons they can learn from the problem and what they can do improve it. The country director should be able to help the students recognize that every conflict is a source of a new lesson.

Cross-Boundary Level

The core concept of the cross-boundary level is building group efficacy. The following describes the norms.

Creating awareness of emotions

- **Organizational Understanding**
  1. *Discern the concerns and needs of others in the organization.*
  2. *Consider who can influence that team's ability to accomplish it goals.*
  3. *Discuss the culture and politics in the organization.*
  4. *Ask whether proposed team actions are congruent with the organization's culture and politics.* (Druskat and Wolff, p 87)

It is possible that the group members have a strong bond among themselves but have an antagonistic attitude toward that which is outside of the group. The group may split itself from the outside based on their ethnocentrism (Smith & Berg). I learned that a majority American student group has a stronger splitting tendency from the target culture than an international group. I think this is because when the students are from one culture, the group members could collude with each other in supporting their native ideas against those of the target culture. However, when the group has a mixture of cultural backgrounds, it is harder for the group to collude on one cultural perspective. While the students are in a different country, they should not be defensive about the surrounding people and culture. Thus, it is important to develop positive connections outside the group. For example, as the students need to get along with the host institute, it may be helpful to discuss the norms, expectations, and culture of the institute.

Regulating emotion

- **Building external relationships**

  1. Create opportunities for networking and interaction.

  2. Ask about the needs of other teams.

  3. *Invite others to team meetings if they might have a stake in what you are doing.*

  (Druskat and Wolff, p. 87)

As I continue to use the example of the relationship between the students and the host institute, it may be a good idea to have the students take turns functioning as liaisons. Each liaison is responsible for learning about the concerns and opinions of the host institute and leading the discussion during the group meeting. It maybe a good idea to invite people from the host culture and have them add outside perspectives to the discussion.

IV. The Closing Thoughts

Winston has encountered issues of students' attitudes during the summer immersion program, and it was my original attempt to find one leadership model that could improve such problems. However, I realized the difficulty of my attempt as I understood the uniqueness of each country director who is programmed differently by nature, culture, and personality. As I strove to frame a leadership model without disregarding the uniqueness of each country director, I mainly focused on universal qualities of people, such as the desire to be loved and respected, so that I might be less subject to cultural bias in my recommendations. I adopted the Web Inclusion leadership model because it also built upon those basic human desires. Throughout my paper, I repeatedly emphasized the country directors' responsibility to build close connections with the students and many other entities based on basic human emotional needs. I furthered the discussion through Sergiovanni's Leadership Force Hierarchy, which has technical, human, educational, symbolic, and cultural dimensions. Sergiovanni's broad scope of work allowed me to take various factors into account. Developing cross-cultural leadership involves studying the human nature, the cultural adaptation process, the structure of the institute, and each country director's understanding and past practice on leadership.

I designed this paper purposely avoiding cultural bias by focusing on natural human desires. All the country directors are very different from each other but successful in their own

ways. Then I realized that a good answer for one may not be as good for another. In spite of my efforts to make this paper applicable to all the country directors, I do not think I have entirely succeeded in that job. Thus, I would not claim my work has the best answers to lead the students for everyone. However, I do not feel this admittance resulted from any logical flaws in my work; I rather view it as a natural reflection of human diversity. When I first started this project, I was determined to find the right answers for all of the country directors' leadership problems. Now I understand better about the uniqueness of each human being, and I anticipate that different parts of my paper may impact differently on the country directors. When I shared this paper with the country directors, I told them that it would be perfectly understandable if they did not agree with what I wrote, and they could filter what is appropriate to their cultures and personalities and use it for the enhancement of their leadership. I can say this only because I grew beyond believing in the universality of any concept. Studying intercultural communication and working at Winston taught me to expand my perspective and respect the differences.

References

Andrieesen, F. J., (2002). Culture Shock--Educate Yourself, Mar. 29, http://www.juliaferguson.com/shock.html.

Druskat, V.T. & Wolff, S.B. (2001). Building the emotional intelligence of groups, Harvard Business Review, 79 (3), 80-90.

Evans, R. (2001). The Human side of school change: reform, resistance, and the real-life problems of innovation, San Francisco: Jossey-Bass Inc.

Goleman, D., Boyatzis, R. & McKee, A. (2001). Primal leadership: The hidden driver of great performance, Harvard Business Review, Dec., 42-51.

Hadley, A. O. (1993) Teaching language in context, Boston, Mass.: Heinle&Heinle

Heifetz, R.A.(2001). Leadership without easy answers, Cambridge: The Belknap Press of Harvard University Press.

Helgesen, S. (1990). The female advantage: Woman's way of leadership, New York: Batam Doubleday Dell Publishing Group, Inc.

Hofstede, G..(1991). Cultures and Organizations: Software of the Mind, London: McGraw-Hill.

Kelley, C & Meyers, J. (1992). Cross-Cultural Adaptability Inventory Action-Planing Guide, Minneapolis: National Computer systems, Inc.

Kohls, R. & Brussow, H. (1995). Training Know-how for Cross Cultural and Diversity Trainers, TX: Adult Learning Systems, Inc.

Kotter, R. E. (1998). In Praise of followers, Harvard Business Review, Nov.Dec.,142-148

Mackeracher. D. (1996). Making sense of adult learning, Toronto: Culture Concepts Inc.

Maslow, A (1970). Motivation and Personality, New York: Harper & Row.

Oshray, B. (1992). The possibilities of organization, Boston: Power & System, Inc.

Sergiovanni, T.J. (1984). Leadership and excellencies in schooling; excellent schools need freedom within boundaries, Educational Leadership, 41 (5), 4-13.

Smith. K. K. & Berg. D. N. (1987) Paradoxes of group life : understanding conflict, paralysis, and movement in group dynamics, San Francisco, Calif.: Jossey-Bass

Winter, J. & Others. (1992) Using Cultural Research Assignments To Help Business Students Become More Culturally Aware, Multicultural Review, Mar., 29-48

Appendix One

Descriptions of country director's job and work task

COUNTRY DIRECTOR FOR XXXX SUMMER I

A. JOB DESCRIPTION

The position of Language and Culture Country Director for XXXX Summer I includes the following responsibilities:

1. Plan, budget, and implement an effective summer program.
2. Motivate the students to have a meaningful learning experience.
3. Facilitate the learning process by providing a learner-based environment.
4. Provide leadership and guidance to the students in the target country.
5. Facilitate cross-cultural awareness and communication. Be an active listener.
6. Respect and build on individual differences.
7. Facilitate group processes.
8. Frame students' expectations by providing clear instructions and a rationale for each activity. Establish rules of communication flow to permit open negotiation of ideas.

B. TASKS

In order to accomplish the above assignment, the Country Director will carry out the following tasks:

1. Plan, budget, and implement an effective summer program.

a. Implement the security protocols established by the XXXX Institute.

b. Plan the summer program grounded on a needs analysis of the participants, XXXX program goals, and target country characteristics to create an effective language program with a cultural overview and a meaningful mix of corporate visits.

c. Make the necessary arrangements with local contacts to confirm site availability and cost.

d. Make the necessary arrangements to secure teaching and support staff for the various segments of the program and to integrate the language, culture, and business components meaningfully.

e. Locate and assign housing for the students (homestays, dormitories, apartments, hotel accommodations).

f. Make the necessary arrangements for the corporate visits and create learning modules appropriate to each site.

g. Prepare a budget to be submitted to the Associate Director for the Language and Cultural Perspectives Program.

Note: Once you receive the approved budget, you are locked into that amount for the

total delivery of your program. Any additional expenditures must be approved by the XXXX Institute office prior to their commitment. **You must call in for advance authorization**. As you know, the Institute operates under a limited budget; therefore, possible unforeseen budget overruns that are not approved in advance will not be reimbursed.

h. Once in country, reconfirm all arrangements made from the U.S. and provide the Associate Director with addresses, phone and fax numbers, and e-mail address for the program site and your residence.

i. Report weekly to the Associate Director in the U.S. on the progress of the program. (The management package will be provided on a diskette.) Submit (via e-mail or fax, if possible) the written weekly report summarizing the past week and addressing concerns or changes; be sure to include the evaluation forms for the courses and lecture series, the cultural and corporate visits, and the excursions.

j. Plan and implement meaningful cultural and social activities.

k. Initiate arrangements for next year.

l. Maintain a *daily* log of all program expenses, attaching original receipts, to facilitate the submission of a full accounting to the XXXX Institute by September 10, 2002. The same procedure should be followed to account for per diem expenses.

m. Should there be two country directors for a given program, both will be fully responsible for the budget and for signing off on it. One will be accorded full responsibility for reconciling all the expenses with the co-director and the other program collaborators and for submitting the final numbers for the approval of the Associate Director and, ultimately, submitting the final reconciliation to the Business Manager.

n. Submit a final report to the Associate Director along with the reconciled budget, the list of all contacts, the list of alumni hosts, and the list of corporate visits by September 10, 2002.

o. Participate in the in-service debriefing session scheduled for Wednesday, September 4, 10:00 A.M.-3:00 P.M.

C. RELATIONSHIPS

This position reports to the XXXX Institute's Associate Director for the Language and Cultural Perspectives Program; interfaces with other program country directors, XXXX staff, and collaborators in the target country, including teaching staff, corporate representatives, lecturers, host families, and community leaders; and supervises and mediates the students' learning process.

The Appendix Two

Code of Ethics

XXXX STUDENT'S STATEMENT
Regarding Certain Considerations of Ethics and Etiquette

I, _____ , understand that I represent the XXX Institute during my eight weeks in Russia with the Lauder Summer Immersion Program. My behavior and my actions in Russia affect the reputation of the Institute there and to a certain extent, the reputation of America because of Lauder's identification with this country. I know that one of the goals of the Lauder program is to establish and develop understanding between the American and Russian peoples and to foster progress in international business and I intend to make positive contribution in these areas.

1. I will arrive in Moscow for training only upon receipt of official invitation and obtaining the visa "for study in MGIMO".
2. I will leave the country in due time after finishing the program.
3. I will respect the legislation of the Russian Federation, observe the rules of stay and transfer for foreigners, and follow the regulations of study for foreign citizens as well as the Charter and internal regulations of MGIMO and its facilities.

I understand that in case of nonfulfilment of my obligations under (3) above MGIMO has the right to terminate my participation in the program. Such nonfulfillment potentially will also affect future Lauder summer programs.

_____

Signature Date

Name _____ Date _____

Has the program met your expectations so far?

In general

Academic program

Cultural program

Corporate visits

Have your expectations changed over the course of the program? If yes, how?

Are you achieving your personal goals? If not, why not.

Did your personal goals change? What are you planning to do to achieve your goals during the remaining part of the program?

Appendix Three

Preliminary Site Plans for the summer Immersion Program

Outline Only

XXXXXLANGUAGE AND CULTURAL PERSPECTIVES PROGRAM
XXXXX 2003 SUMMER PROGRAM
Preliminary Site Plans

I FOR YOUR INFORMATION

Language: German

Summer Immersion Site Addresses:

II TO HELP YOU WITH YOUR PLANNING

Travel:

Housing:

Food and other expenses

III ON-CAMPUS LANGUAGE AND CULTURAL PERSPECTIVES ORIENTATION PROGRAM AT PENN

A. Orientation Schedule

B. Program Description

C. General Goal: To provide students with information on Germany and its culture, to assess their needs, to prepare them for the business visits, and to ensure that they capture the rationale for the program before the immersion begins.

D. Approach: Country Director and student presentations, group work, and discussions in language.

E. Design consists of the following:

1. review and discussion of students' individual experiences and backgrounds;
2. one-on-one interviews;
3. review of the current economic situation and the most recent events in Germany;
4. use of materials to introduce students to the German business environment;
5. discussion of major cultural differences in German and American business settings;
6. practice in self-introduction and description of the Lauder program; and
7. discussion of summer program goals, design, and expectations.

F. Required Texts:

IV EIGHT-WEEK LANGUAGE AND CULTURAL IMMERSION PROGRAM

A. Class Schedule:

B. Program Description:

C. The Summer Program

1. Language Skills

2. Cultural Perspectives

3. Corporate Program

D. Grading Policies

E. Spouses and partners

VI TRACKING

VII EVALUATION INSTRUMENTS

VIII SPECIAL PERSONAL SAFETY PRECAUTIONS AND RCOMMENDATIONS

Summer Immersion. The eight-week immersion program during the first summer is designed to advance the students' language skills and their knowledge of both traditional and contemporary culture through language classes, culture classes, and real-life tasks such as corporate visits, cultural visits, and meetings with community leaders. This segment provides a minimum of 200 hours of activities, including classroom and field work. The students visit a number of corporations in the country and familiarize themselves with the management/marketing philosophies and cultural issues underlying the operations of those particular industries. Students are graded and earn a language credit for the summer program.

PLEASE NOTE: Because **all** program activities, including cultural and corporate visits and many social events, are an integral part of the immersion programs—for which students receive academic credit and a grade—**the participation of spouses or partners is not appropriate and is strongly discouraged**.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

Reproduction Release

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: **The Cross-Cultural Leadership Model for the Winston Institute**	
Author(s): **Choi, Jin Young**	
Corporate Source: **The Lauder Institute, The Wharton School, The university of Pennsylvania**	Publication Date: **May 2003**

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign in the indicated space following.	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
The sample sticker shown below will be affixed to all Level 1 documents		
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY SAMPLE TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY SAMPLE TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY SAMPLE TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
Level 1	Level 2A	Level 2B
↑ ■	↑ □	↑ □
Check here for Level 1 release, permitting	Check here for Level 2A release, permitting	Check here for Level 2B release, permitting

reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) *and* paper copy.	reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	reproduction and dissemination in microfiche only
Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.		

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche, or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature:	Printed Name/Position/Title: **Jin Young Choi/ Research Assistant**	
Organization/Address: **University of Pennsylvania Lauder-Fischer Hall, 2nd Floor 256 South 37th Street Philadelphia, PA 19104-6330**	Telephone: **(215) 898-4642**	Fax: **(215) 898-2067**
	E-mail Address: **choijin@wharton.upenn.edu**	Date: **May 2003**

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, *or*, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse:

ERIC/CHESS
2805 E. Tenth Street, #120
Bloomington, IN 47408

However, if solicited by the ERIC Facility, or if making an unsolicited contribution to ERIC, return this form (and the document being contributed) to:

ERIC Processing and Reference Facility
4483-A Forbes Boulevard
Lanham, Maryland 20706

Telephone: 301-552-4200
Toll Free: 800-799-3742
FAX: 301-552-4700
e-mail: ericfac@inet.ed.gov
WWW: http://ericfacility.org

EFF-088 (Rev. 2/2001)